2012

State Center Community
College District

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RC WI Office of
Institutional Research

[SCCCD REG-TO-GO SURVEY]

During the Reg-to-Go period, area high schools are visited and seniors are given the opportunity to take placement tests and register for State Center Community College classes. As this process has developed, matriculation counselors from all area campuses have gotten together to create a survey to measure satisfaction with the program as well as a learning outcome. The following is the baseline information gathered from spring 2012 when a total of 2,940 seniors returned the survey at the completion of the process. Thirty-seven feeder high schools along with other alternative schools participated. Participation rates from area high schools ranged from 6 (San Joaquin Memorial) to 293 (Selma) with an average of 75 students per school (Table 1). Note: Eighty nine students did not list a location are not included in the mean calculations.

Table 1: Participation rate by high school

High School	N	High School	N
Buchanan	59	Madera	65
Bullard	38	Madera South	89
Caruthers	36	McLane	12
Central	108	Mendota, Firebaugh, or Tranquility	16
Clovis	128	Minarets	10
Clovis East	89	Orange Cove	86
Clovis North	127	Parlier	125
Clovis West	111	Reedley	219
Dinuba	221	Riverdale	30
Duncan Polytechnical	24	Roosevelt	56
Edison	30	San Joaquin Memorial	6
Fowler	54	Sanger	223
Fresno	92	Selma	293
Hoover	29	Sierra	39
Immanuel	30	Sunnyside	53
Kerman	35	Tranquility	9
Kingsburg	74	Washington Union	23
Laton	8	Yosemite	61
Liberty	24	Alternative Schools	119

Students were also asked to identify which campus location they registered for most of their classes. The following table shows the breakdown of locations by high school. Please note that the total student count is slightly lower than the overall and is due to removing those students who did not indicate a high school and also those students who did not have both high school and campus location marked for a match. While generally following the alignment of feeder school to college location, it is interesting to see the intentions of students in this way. For instance, Bullard is considered a Fresno City feeder school, but over ½ indicated their registration to be primarily at Willow International. Conversely, Clovis West is considered a Willow school but approximately 1/3 indicated enrollment at Fresno City (Table 2).

Table 2: Indicated campus registration by high school

	FCC	RC	WI	MC	OC
Buchanan	30	0	24	1	1
Bullard	11	1	25	0	1
Caruthers	34	1	0	1	0
Central	74	3	21	5	0
Clovis	7	2	110	0	0
Clovis East	49	1	37	0	0
Clovis North	6	2	96	10	1
Clovis West	30	1	71	0	1
Dinuba	5	211	0	0	0
Duncan Polytechnic	23	0	0	0	0
Edison	28	0	1	0	0
Fowler	25	28	1	0	0
Fresno	65	0	21	0	0
Hoover	6	0	21	1	0
Immanuel	2	15	13	0	0
Kerman	1	3	13	16	0
Kingsburg	2	63	6	0	0
Laton	1	6	0	1	0
Liberty	1	0	7	14	0
Madera	46	2	0	10	0
Madera South	18	4	2	55	0
McLane	9	0	0	0	0
Mendota, Firebaugh, or Tranquility	5	2	3	5	0
Minarets	0	2	8	0	0
Orange Cove	0	86	0	0	0
Parlier	1	108	14	0	0
Reedley	4	206	7	0	0
Riverdale	16	2	11	0	0
Roosevelt	44	0	4	0	0
San Joaquin Memorial	0	1	5	0	0
Sanger	69	143	9	0	0
Selma	51	142	2	96	0
Sierra	4	9	21	0	0
Sunnyside	47	2	1	0	0
Tranquility	4	3	0	1	0
Washington Union	16	5	2	0	0
Yosemite	15	4	10	3	22
Alternative Schools	43	23	33	18	0

Students were asked to indicate their level of agreement with a series of statements and given a scale of response from 1 (strongly disagree) to 5 (strongly agree). Overall, students were satisfied with their experience and gave an inclusive mean rating of 4.34. Table 3 reflects mean

values from the first 5 statements which dealt with satisfaction and impressions from the Reg-to-Go experience. Students gave the highest rating (4.41) to the global feeling that the time was well spent and worthwhile and the lowest rating (4.18) to how well assisted they felt in the process of registering for coursework. They also gave very high responses to the staff for their welcoming attitudes and putting the students at ease. That is very consistent with the open comments made which generously praised the staff for their helpfulness while at the same time indicating a desire for more individualized help with the process.

Table 3: Means and standard deviations of items 1-5

Items 1-5	N	Mean	SD
I felt welcomed by college staff and was made to feel at ease	2921	4.40	1.026
I felt that my time and effort spent at this event was worthwhile	2947	4.41	1.021
College staff adequately explained the registration process	2945	4.38	1.019
After getting help from college staff I am now more confident about going to college	2956	4.31	1.010
The RTG program did assist me matriculate into community college and resulted in me registering into coursework.	2931	4.18	1.021

The next five figures show the response rates (by percentage) of students by intended campus location. At a glance, it is easy to see that students are generally satisfied and similar despite planned campus attendance. The exception is the Oakhurst site which has great variability due to a small sample size (n=26) and is not stable.

Figure 1: I felt welcomed by college staff and was made to feel at ease

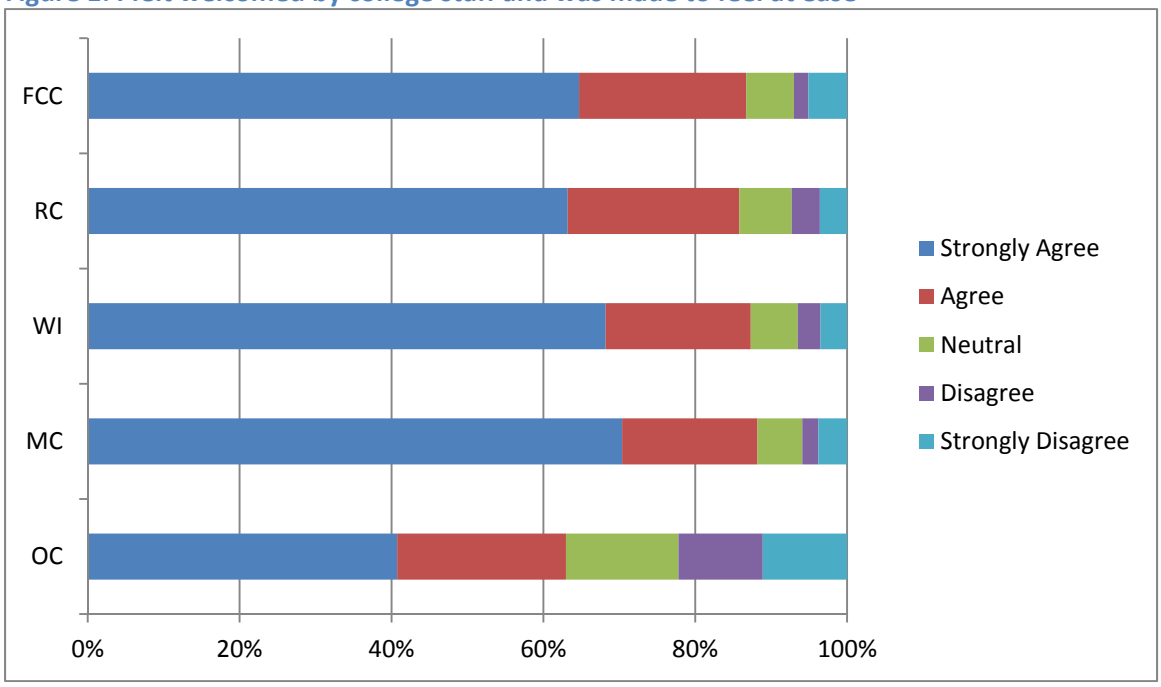


Figure 2: I felt that my time and effort spent at this event was worthwhile

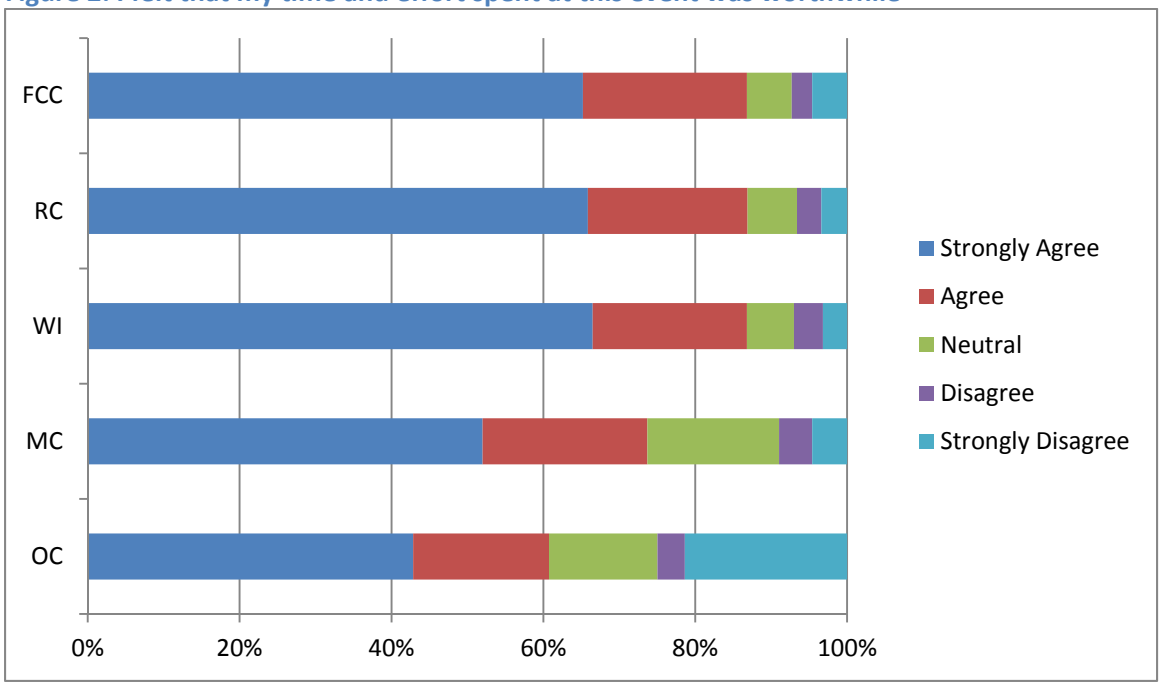


Figure 3: College Staff adequately explained the registration process

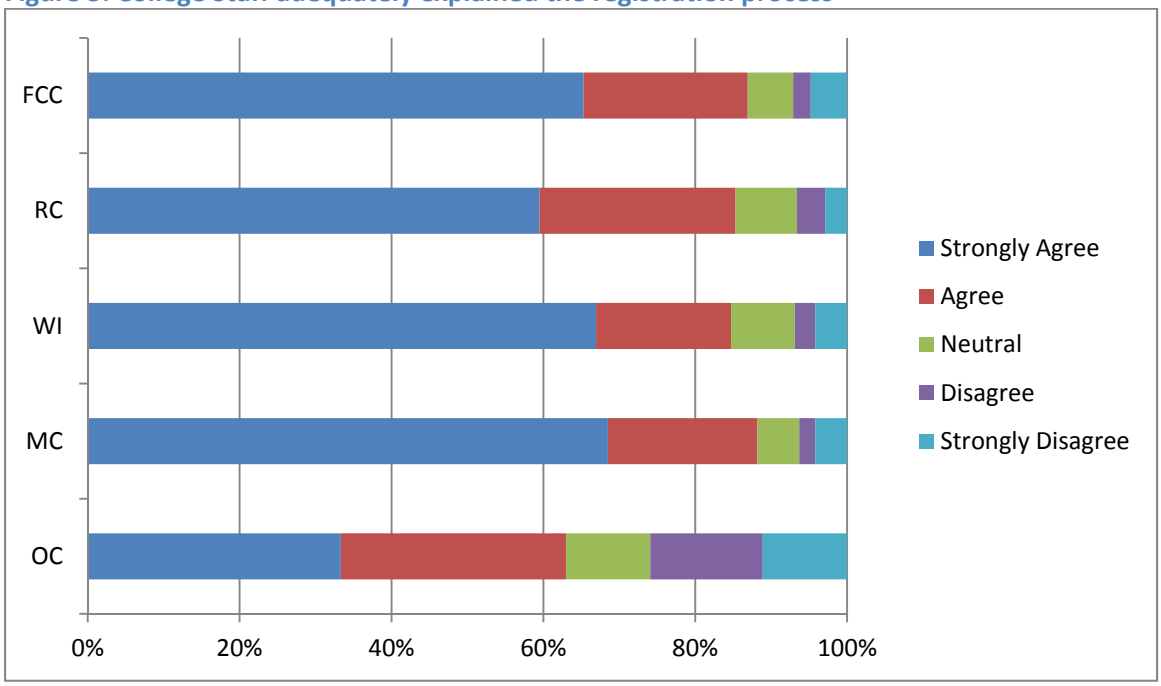


Figure 4: After getting help from college staff I am now more confident about going to college

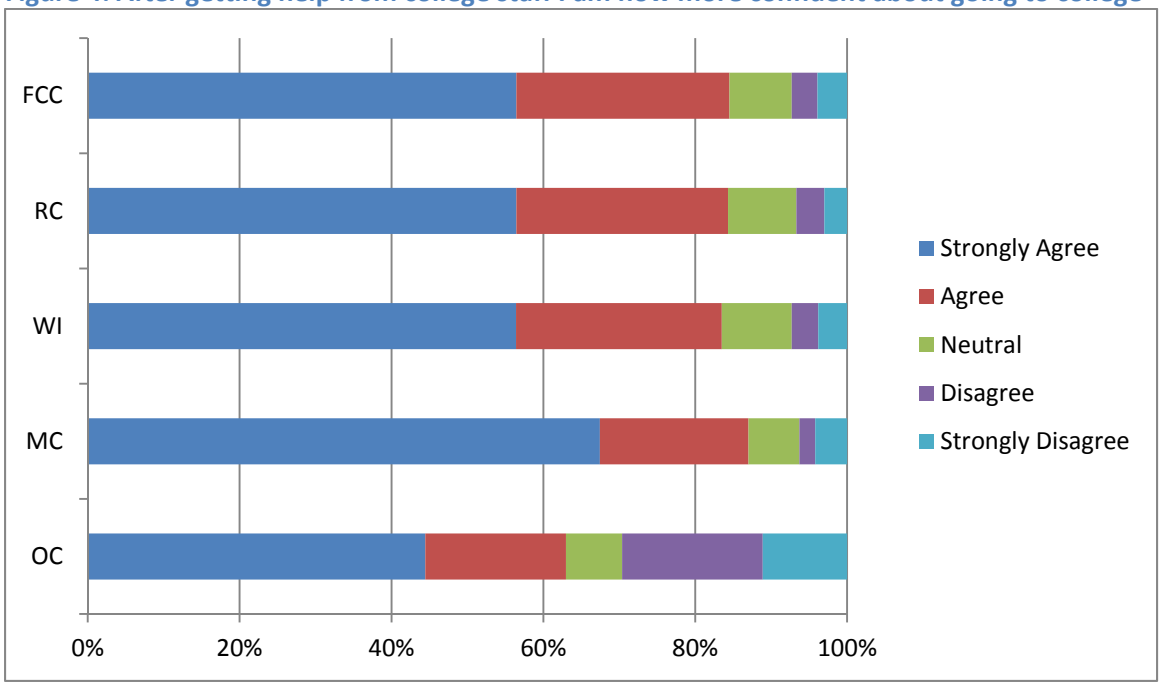
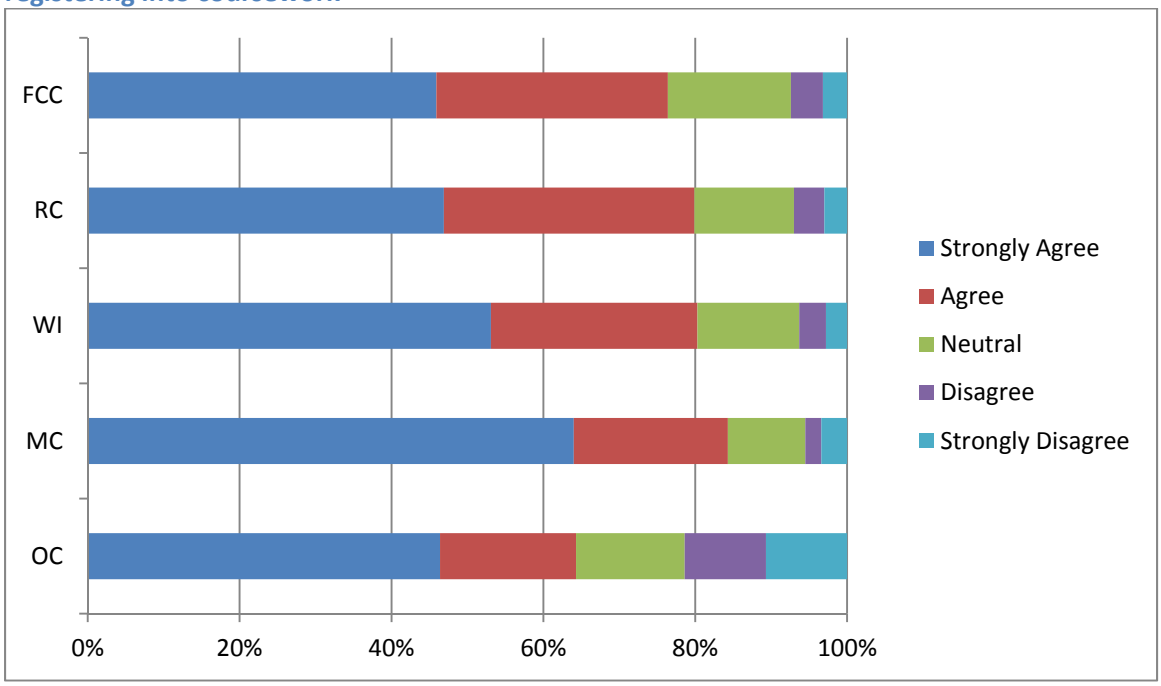


Figure 5: The RTG program did assist me matriculate into community college and resulted in me registering into coursework



The next section of statements referenced whether or not the student was able to register into appropriate coursework for their eduactional goal and their level of competnecy in English and math. Addiitonally, they were asked if appropriate resourses were given so that they would be able to access needed services in the future. Once again, students had satisfaction in this area

and response rates ranged from 4.25 (I registered into math and English courses appropriate to my skills and abilities) to 4.33 (I registered into appropriate coursework related to my educational goal) (Table 4).

Table 4: Means and standard deviations of items 6-8

Items 6-8	N	Mean	SD
I registered into appropriate coursework related to my educational goal.	2952	4.33	1.023
I registered into math and English courses appropriate to my skills and abilities.	2950	4.25	1.106
I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, Web Advisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future.	2935	4.30	1.050

The following figures show response percentages by location for the individual statements (Figures 6 through 8).

Figure 6: I registered into appropriate coursework related to my educational goal

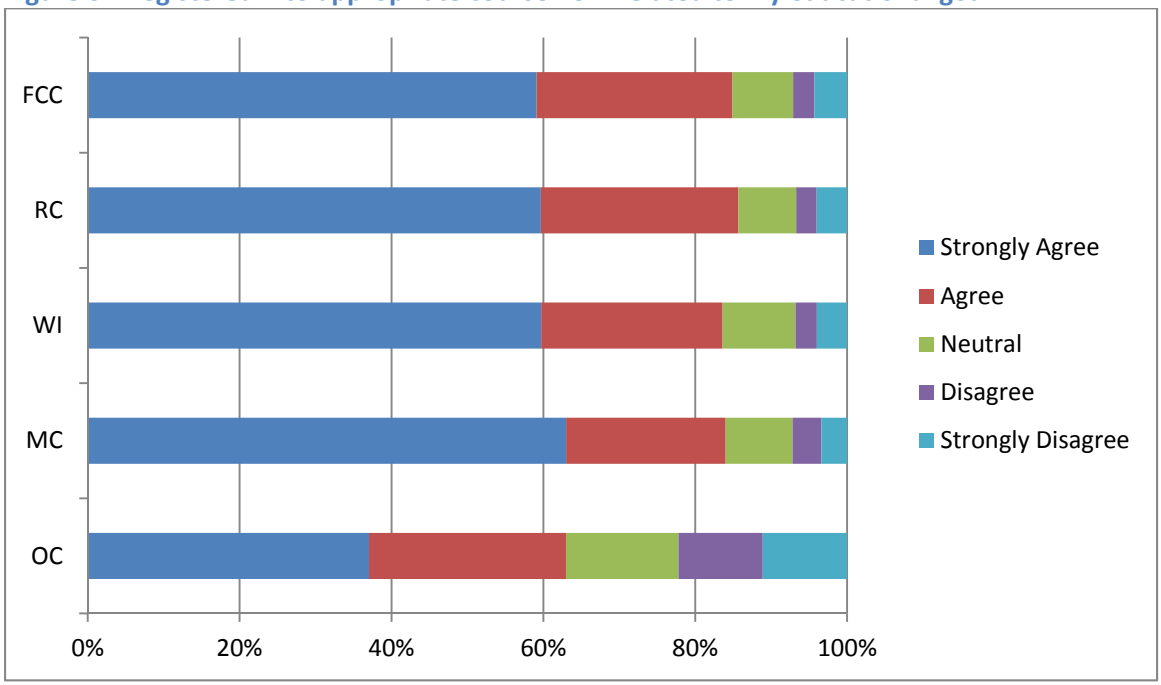


Figure 7: I registered into math and English courses as appropriate to my skills and abilities

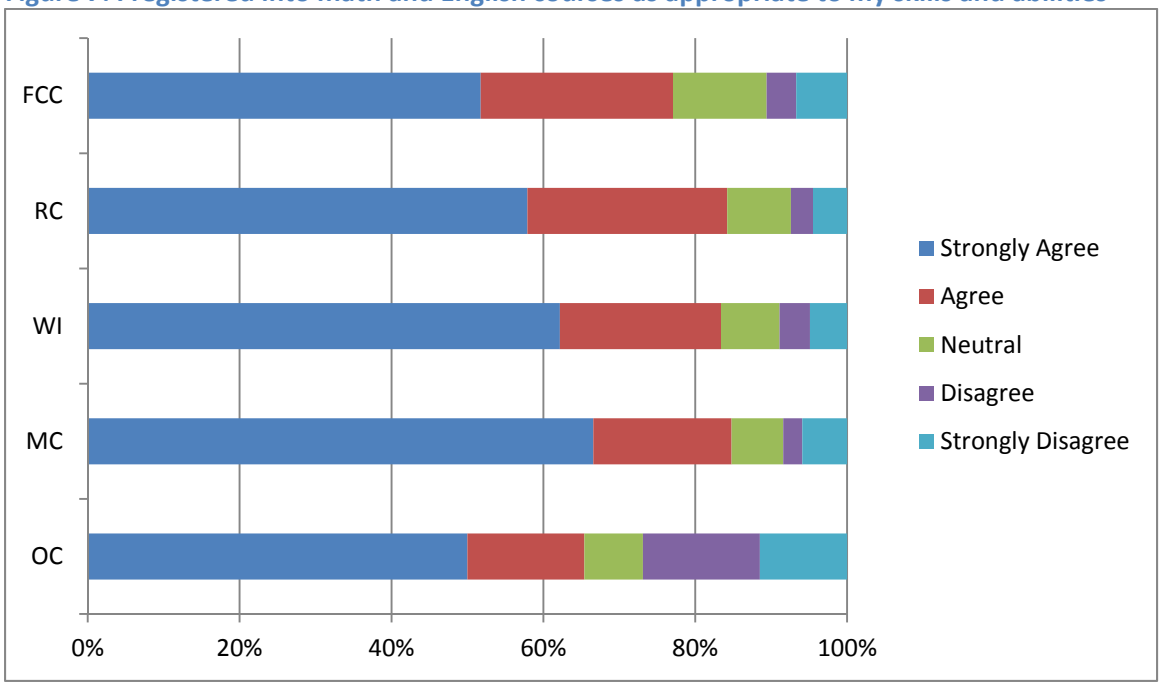
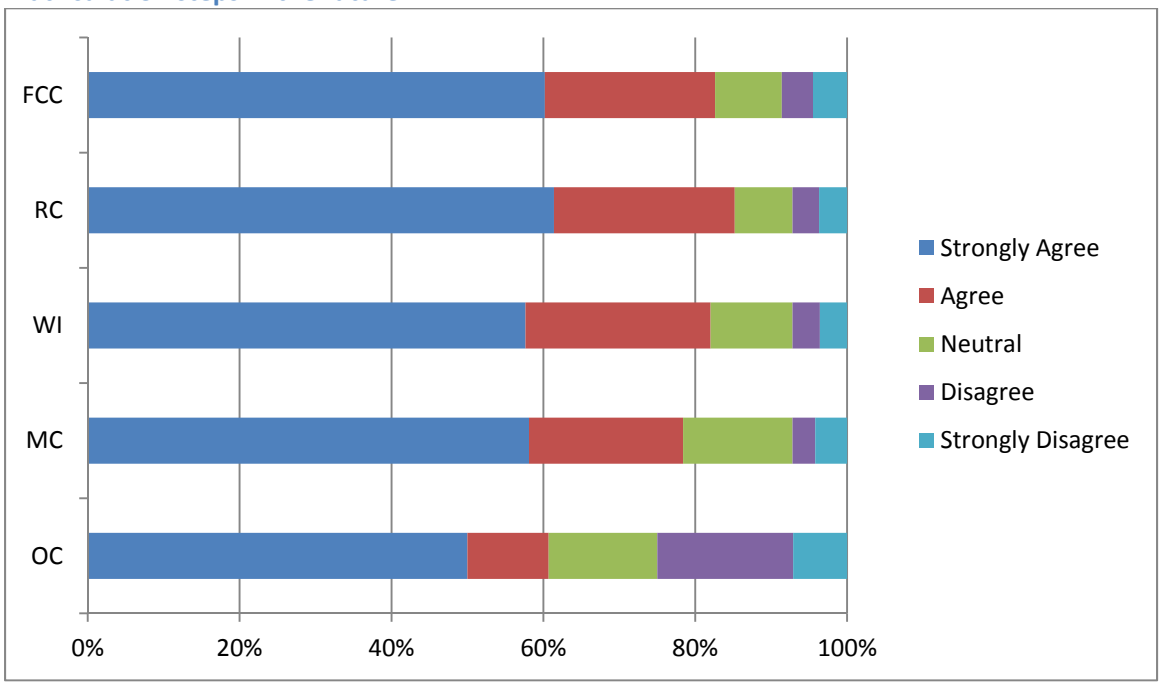


Figure 8: I was given resources (i.e., online orientation, Smart Start (RC) or Pre-SEP (FCC/NC), email activation, Web Advisor, etc.) to assist and guide me to access services and complete additional matriculation steps in the future



The next four items were a pulse of how students gauge their knowledge of the process before and after Reg-to-Go. As can be seen in Table 5, mean ratings went up in the follow up questions by quite a lot. Because of that, paired smaples t-tests were performed by campus location. In

every case, the follow up question was significantly higher than the original meaning students indicated they had a better understanding of what they would need to do in terms of college planning and preparation after the activity than before.

Table 5: Means and standard deviations of items 9-12

Items 9-12	N	Mean	SD
What was your knowledge of college planning and preparation prior to participating in the RTG process?	**2948**	**3.28**	**1.028**
What was your knowledge of college planning and preparation after participating in the RTG process?	**2940**	**4.05**	**.869**
What was your knowledge of the need to prepare early for college enrollment prior to receiving services in the RTG process?	**2944**	**3.51**	**1.048**
What was your knowledge of the need to prepare early for college enrollment after receiving services in the RTG process?	**2932**	**4.09**	**.888**

The information is presented below by response percetnage by campus (Figures 9 through 12). Keep in mind the variablility of Oakhurst due to small sample size.

Figure 9: What was your knowledge of college planning and preparation prior to participating in the RTG process?

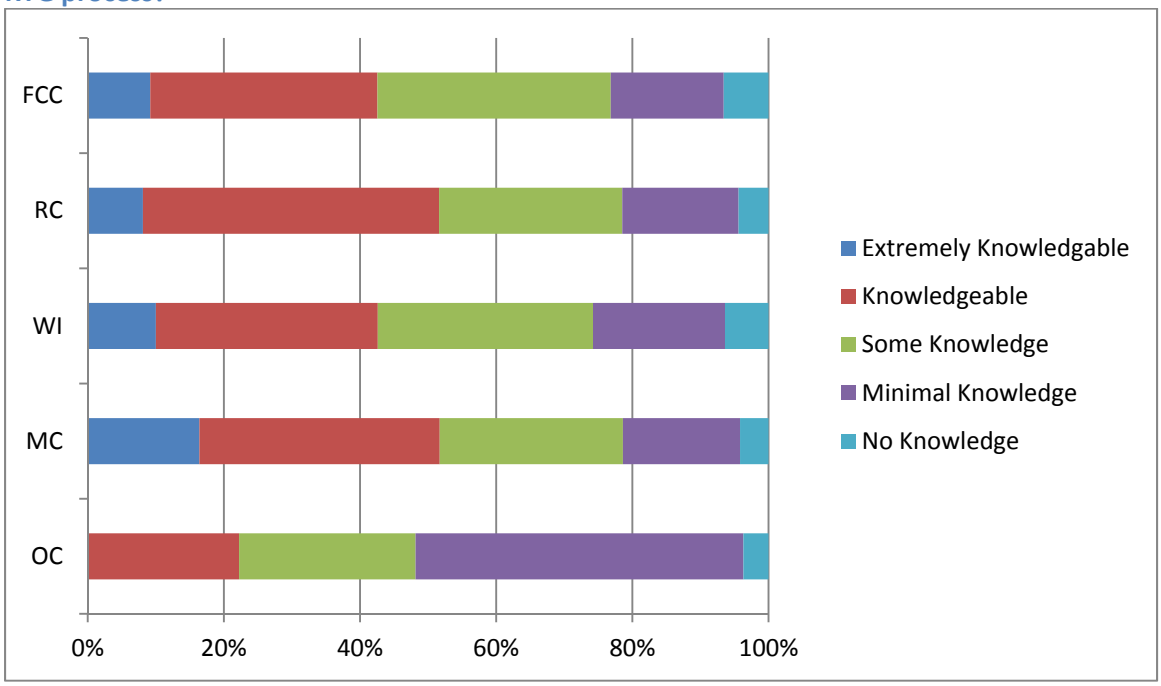


Figure 10: What was your knowledge of college planning and preparation after participating in the RTG process?

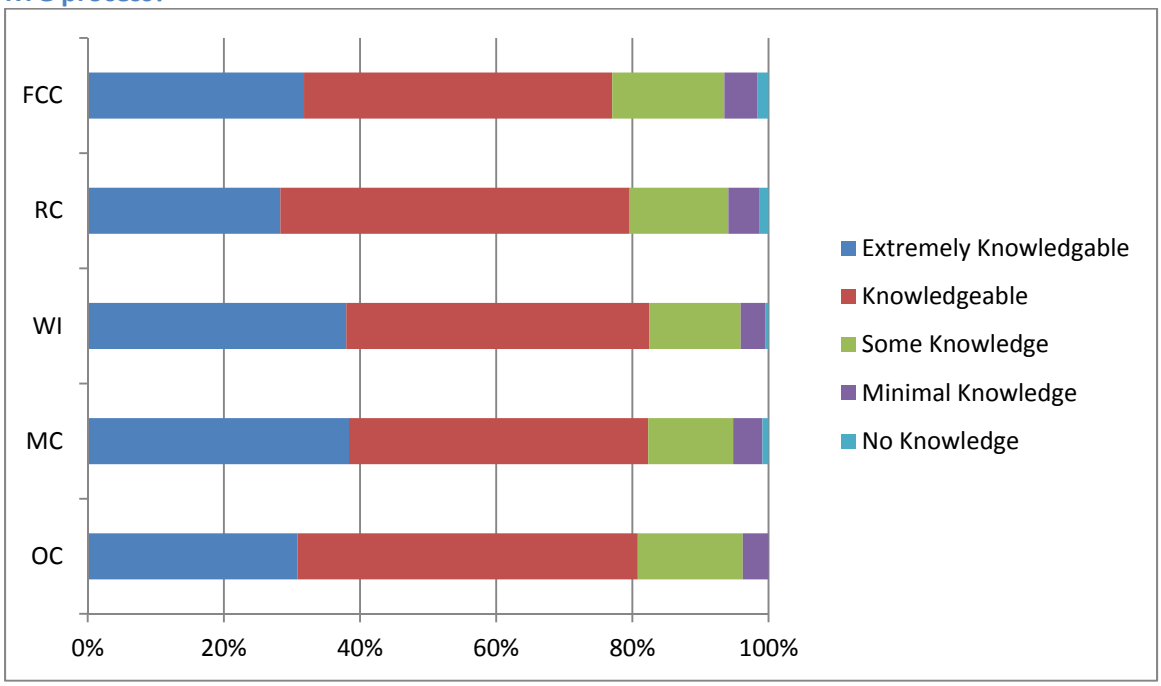


Figure 11: What was your knowledge of the need to prepare early for college enrollment prior to receiving services in the RTG process?

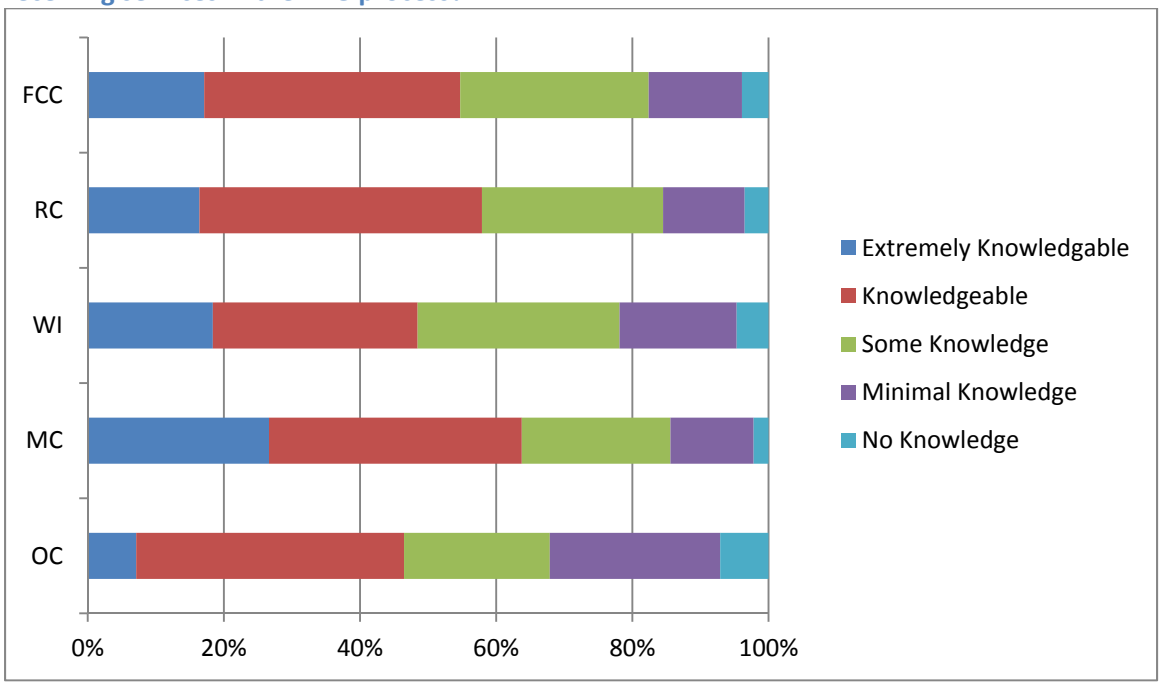
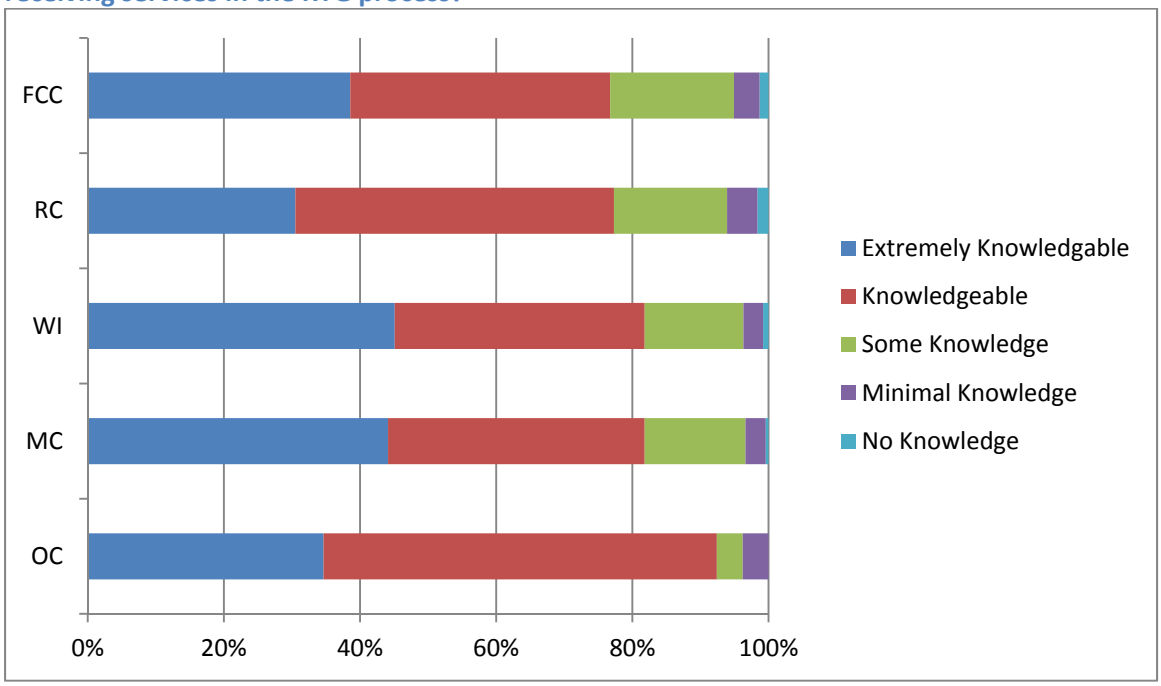
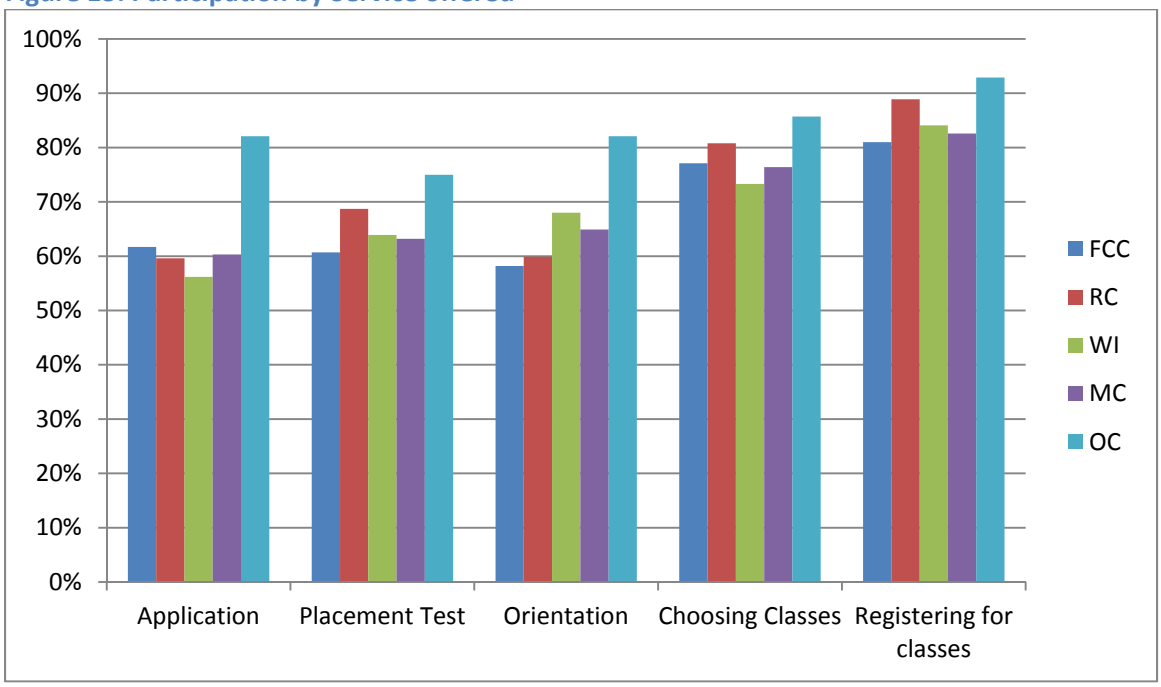


Figure 12: What was your knowledge of the need to prepare early for college enrollment after receiving services in the RTG process?



Students were then asked about which services they used during the Reg-to-Go process. Overall participation ranked from Application (59.8%) to Registering for Classes (85.0%). A breakdown of percentage by campus location is given below (Figure 13).

Figure 13: Participation by Service offered

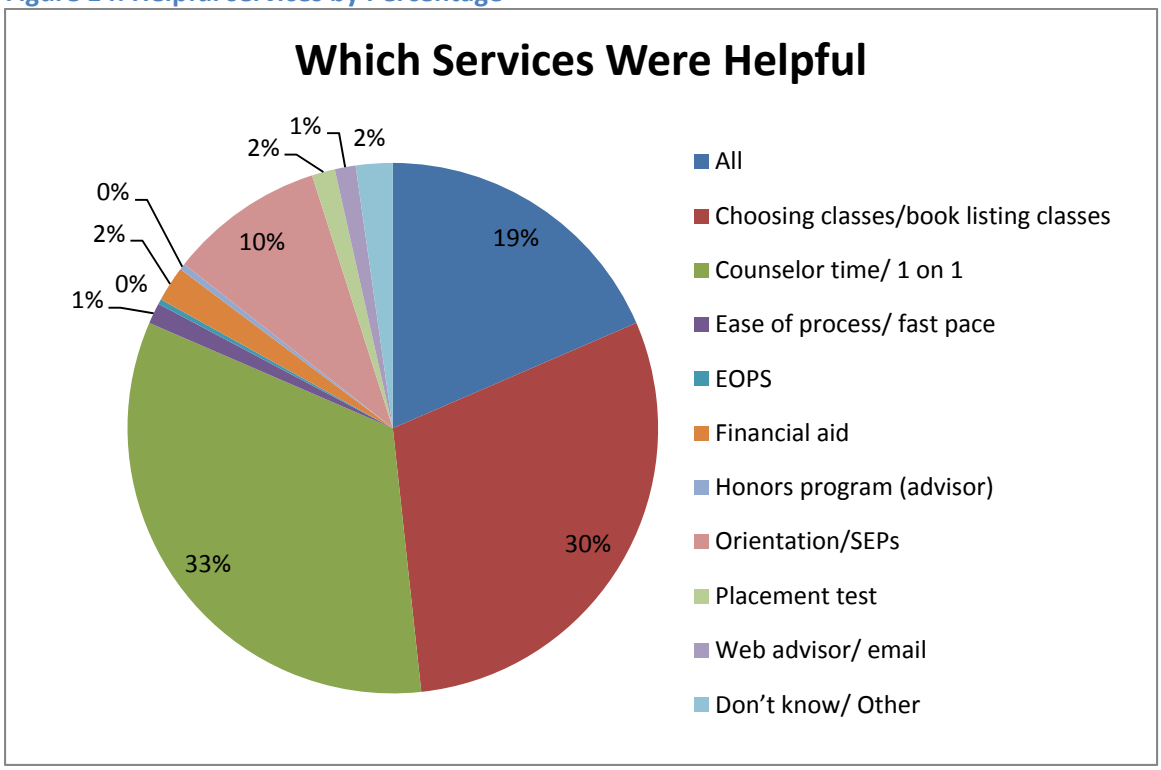


The final component of the survey asked for open ended feedback. The first question asked which services were helpful and why. The written response rate was quite high with 1,340 (45.6%) offering open responses. These responses were examined for similarities and grouped into 11 categories. For instance, the first category included sentiments about "all" services being helpful or "everything" was helpful with no specific service identified as more important than the others. Below is a listing of categories determined and general descriptions, followed by the results.

Table 6: Response rates and categories to Open Ended Question 1

Question 1: Which services did you think were helpful in the RTG process and why?	**Elements in category**
All	Everything was helpful (248)
Choosing classes/book listing classes	Help with what class to take, why it is important to take core classes, planning current and future terms, actual registration (etc.) (399)
Counselor time/ 1 on 1	One on one time with counselors or staff, people's willingness to help in any way, the step by step explanations, answering all questions, generally complimentary to counselors and staff, how nice people were (etc.) (445)
Ease of process/ fast pace	Easy to follow, pace was good, necessary information is being obtained but not overwhelming, organized presentation, (etc.) (17)
EOPS	Specific to EOPS, helpful (4)
Financial aid	How the process was explained and made less intimidating, FAQs and information being disseminated (etc.) (29)
Honors program (advisor)	Counselor was very helpful, explained program (5)
Orientation/SEPs	Orientation answered many general questions, helped take away mystique of process, easy to follow, SEPs and why they are important, how to plan goals, (etc.) (127)
Placement test	Placement test helped in determining which class, help with process (etc.) (19)
Web advisor/ email	How to use, basic understanding of these features and resources (17)
Don't know/ Other	Site specific, too specific to categorize, (etc.) (30)

Figure 14: Helpful services by Percentage



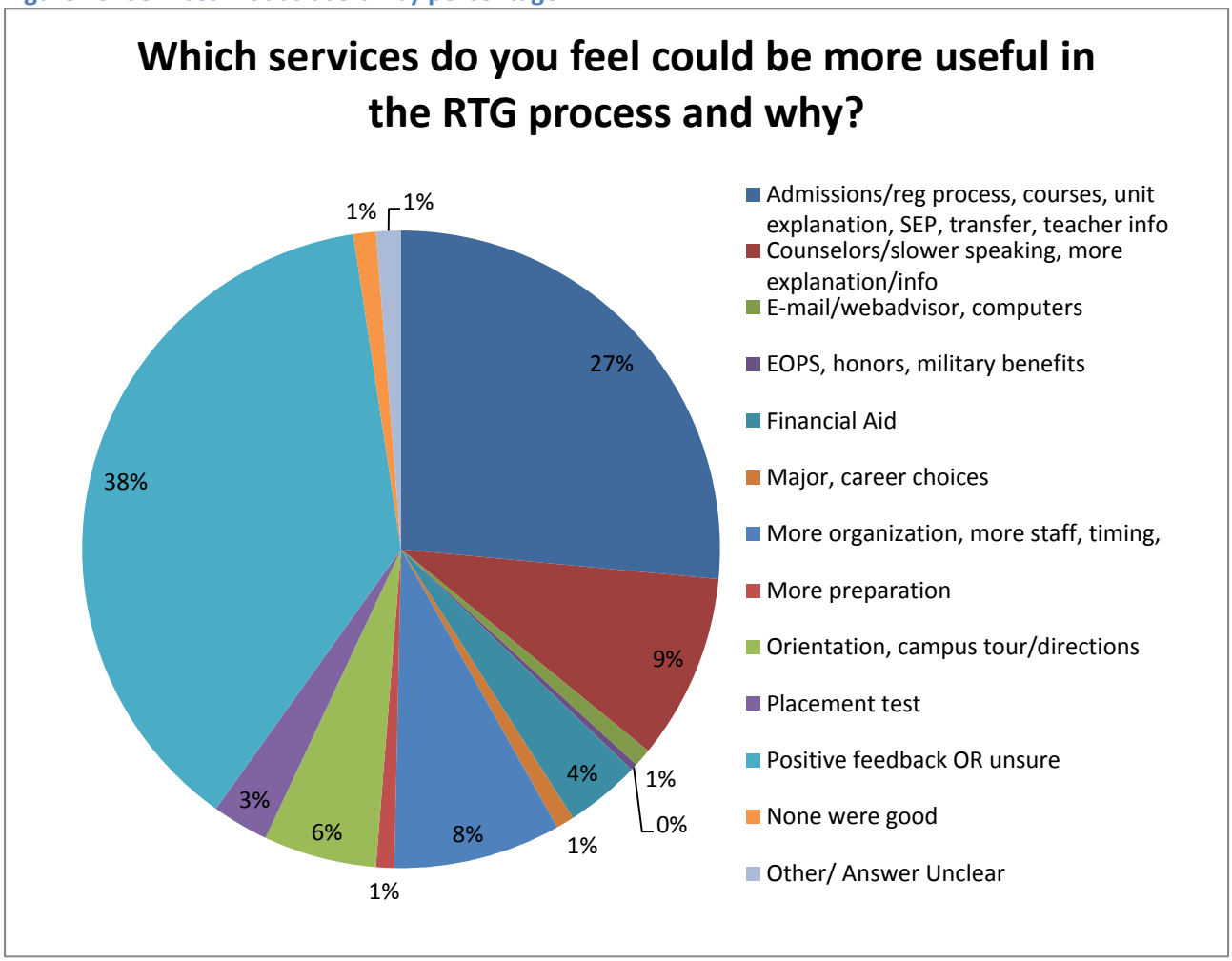
Question two asked which RTG services could have been more useful in the process and why. Answers on these were less clear. There were 872 comments and the grouping produced 13 categories.

Table 7: Response rates and categories to Open Ended Question 2

Question 2: Which services do you feel could be more useful in the RTG process and why?	**Elements in Category**
Admissions/reg process, courses, unit explanation, SEP, transfer, teacher info	Admissions process, how to register (specifically), SEP and how that contributes to next term planning, wait list, transfer units and what can transfer, faculty information, wait list, (etc.) (231)
Counselors/slower speaking, more explanation/info	Better explanation, slow presentation down, more one on one with counselors, (etc.) (82)
E-mail/web advisor, computers	More explanation regarding email, Web Advisor, complaints about process time of computers on site (8)
EOPS, honors, military benefits	How special programs work who is eligible (3)
Financial Aid	More information on financial aid, FAFSA explanation, too quick, fee deadlines and how fees are processed (etc.) (33)
Major, career choices	Making Career choices, options available, (etc.) (8)
More organization, more staff, timing,	Needed more organization (in general), more staff and counselors, more time, (etc.) (74)
More preparation	How to better prepare for the RTG (from the student stand point) (8)

Orientation, campus tour/directions	Orientation process too confusing, need more major specific information, more information on campus layout, (etc.) (50)
Placement test	Test should not be timed, too difficult, too confusing as to which test to take, (etc.) (25)
Positive feedback OR unsure	Feedback was positive, all services were good, no improvements needed, (etc.) (329)
None were good	All areas could have been more useful (10)
Other/ Answer Unclear	Answer not specific, unable to determine need (11)

Figure 15: Services 'not as useful' by percentage



Data Source: RC WI Office of Institutional Research